

THE LEAGUE AT WORK SERIES

FIFTY LITERARY EVENINGS

FOR EPWORTH LEAGUES
AND THE HOME CIRCLE

BY

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PREFACE.

THIS little book is designed to aid the Entertainment Committee of Young People's Societies, and especially the Literary Department of the Epworth League. It is offered as suggestive of lines that may be profitably followed either for the evening's entertainment or for private reading.

Very little music is indicated. With the varying talents and resources of different communities in view, it was thought wise to omit this part of a program, except in a few cases.

As far as possible, accessible books are indicated to the material suggested. Another aim has been to draw pastor and young people together. The best friend of young people is, or should be, the pastor. Back numbers of the Epworth Herald, if preserved, will furnish much additional material.

The Epworth League of the future will have its own library, and it is safe to say that it will contain more than mere Sunday school stories. There is a growing desire for something better.

If this little book shall help to interest the minds of a few, the aim of the author will be realized.

Drew Theological Seminary Library,
Madison, N. J., Jan. 18, 1896.

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FIFTY LITERARY EVENINGS.

SHAKESPEARE, AN EVENING IN HIS COMPANY.

1. His life. To prepare this, material may be found at the beginning of nearly all the editions of Shakespeare's works. See also *Harper's Magazine*, vol. 50, p. 564.

2. His work as a whole. A paper as the result of a thorough study of his writings.

3. A reading selected from one of the plays.

4. *Hamlet*. An essay. Rolfe or Hudson's edition will aid in preparation. Where these are not available, the story of the play and an analysis of character from personal study will suffice.

5. *The Merchant of Venice*. An essay. The same remarks apply to this as to number 4.

6. The Shakespeare-Bacon controversy. Much material for this may be found in the *North American Review*, vols. 144, 145, 151. Where material is not available the following may be read or recited:

MILTON—AN EPICAPH ON THE DRAMATIC
POET, W. SHAKESPEARE, 1632.

What needs my Shakespeare for his honored bones?
The labor of an age in piled stones,

Or that his hallow'd relics should be hid,
Under a starry pointing pyramid :
Dear Son of Memory, great heir of fame,
What need'st thou such weak memory of thy name?
Thou, in our wonder and astonishment,
Hast built thyself a living monument :
For whilst to the shame of slow endeavoring art,
Thy easy numbers flow ; and that each heart
Hath from the leaves of thy unvalued book,
Those Delphic lines with deep impression took ;
Then, thou our fancy of itself bereaving,
Dost make us marvel with too much conceiving ;
And so sepulchred, in such pomp dost lie,
That kings for such a tomb would wish to die.

7. A Contest. The person who can give the most quotations, specifying the play in which they are to be found, will be the winner. Let those who wish to enter the contest give their names to the secretary two weeks in advance.

AN INTRODUCTION TO WILLIAM WORDSWORTH.

1. His life. Material may be found in the Introduction to most editions of his works. A good cheap edition of his works is that in the Chandos Classic Series. Myers's Life in the English Men of Letters Series is also recommended.

2. His sonnets and place among sonnet writers. Most lives discuss the point. Your English literature will help, also.

3. Recitation. Sonnet on Milton. (See Appendix.)

4. The Excursion. A synopsis and estimate of its character and influence. An essay.

5. Reading. From *The Excursion*. (See Appendix.)
6. The religious element of Wordsworth's poetry, based on personal study.
7. The Prelude. An essay.
8. *Recreation from Peter Bell*, preceded by a brief account and summary of the poem.

CHARLES DICKENS, THE GUEST OF THE EVENING.

1. Who was he? Life in the English Men of Letters Series.
2. *Bleak House*. The story condensed.
3. The Character of Mrs. Jellyby. An exposé of sham charity.
4. *Oliver Twist*. The story of his life.
5. The Tale of Two Cities.
6. The Child's Dream of a Star. (See Appendix.)
7. The Christmas Carol.
8. *Domby and Son*.
9. Quotable passages gleaned from his works.

NATHANIEL HAWTHORNE, THE PRINCE OF ENTERTAINERS.

1. Life. American Men of Letters.
2. *The Scarlet Letter*. Material is plenty in the historical introduction.
3. *House of Seven Gables*.
4. *Mosses from an Old Manse*.
5. *Twice-Told Tales*.
6. Reading. *The Stone Image*.
7. Hawthorne as a writer. The Salem edition. Cheap Edition of 2 and 3 may be obtained. There

1 FIFTY YEARS OF EVENING

are good passages for reading or reciting in all his works.

UNDER THE CHARM OF LORD TENNYSON'S PRESENCE.

1 I read in the preface of some editions of his works. The Cuckoo is his only one complete in one volume.

2 The religious character of his poetry. The result of his song is life.

3 I like to read his story.

4 Selections from his last Tennyson.

5 I like to read his Methodist Hymns 377

6 I like to read his selection.

7 The Process and Matter.

8 I like to read his selections.

9 Song Break Break Break.

THE INSPIRED LONGFELLOW

1 Life and Home. An essay.

2 I like to read his story.

3 Exchange. An essay.

4 Is Longfellow a first-class poet? A comparison.

5 The Pearl of Life. Among Those Autumn

the Memory of Home.

6 I like to read his selection. Since the first.

From works of Longfellow.

8 The story of Longfellow. The history of Samuel Longfellow is a very interesting one and enough can be found regarding him to make a very interesting paper.

9 I like to read his selection. A selection.

WASHINGTON AND THE STORY TELLER OF AMERICA

1. The Story Teller (See Cyclopaedia
of Biography)

2. The Sketch Book of Washington

3. The Sketch Book and its editors

4. The Sketch Book of Washington. New York. A
analysis

5. Reading The Sketch Book of Washington
Twice. (See Appendix)

6. Tales of a Traveller. Let one of the greatest
stories be read in a darkened room. The adventure
of the Mysterious Picture is a good one.

7. The Sketch Book and its editors

8. As a story and the works of Washington
e

9. Reading The Sketch Book

AN EVENING WITH THE HYMNS

1. What a beautiful hymn C. M. T. M. S. M. are
in our hymn book. See also in the Century
Dictionary

2. James Montgomery and his hymns

3. Jonathan and his hymns

4. Newman and his hymns

5. Isaac and his hymns

6. Doddridge and his hymns

7. Lady Wrentham and his hymns

8. Hymns at a love. Let each member
of the League bring a list of six hymns he
prefers. At the close of the session let us an-
nounce what hymns are most preferred.

9. A member exercises in some and read the first lines of a poem. And all the members give the number.

Materials for this program may be found in Dufield's English Hymns, Hatfield's Hymns and the Church and Nations Hymn Studies. Consult also the Index of Authors in the Harmonia.

After each song, let a review of the evening be considered by all.

CHARLES WESLEY AND HIS HYMNS

Let one be Singer of Methodist Hymns. Singers of Hymns of Methodist Hymns.

1. Hymn 1
2. Hymn 2
3. Hymn 3
4. Hymn 4
5. Hymn 5
6. Hymn 6
7. Hymn 33

Sing a hymn and a story. Dufield and Nations help.

AN EVENING AMONG THE EDUCATORS

1. Presiding in or after. Send a year Conference primary for a single and give an idea of the work and done. Send a variety of choices for each of the following requirements for a mission.

2. College fee. A letter from a student member or friend of the League.

3. A letter to the state. A letter to the

4. The necessity of a church school.

5. Some facts about the

6. Some famous colleges
7. The English universities
8. The benefit of a foreign education
9. How much of an education can be obtained in the schools?

Wrote to the Bureau of Education, Washington, D. C. for the last report. It will give much valuable information.

AN EVENING WITH AMERICAN JOURNALISTS.

1. Benjamin Franklin
2. Horace Greeley
3. James Gordon Bennett
4. An estimate of the relative value of the papers of the day
5. The Sunday newspaper. A criticism with specimens
6. The Sunday newspaper
7. How our newspapers affect the education of our common school children besides preaches.
8. The League paper. Why we ought to take the Epworth Herald
9. The Herald gives much material for our use utilized in the literary program

A TALK WITH CHARITABLE WORKERS.

For the Young Men's and Girls' Department

1. The Children's Aid Society. Write to the Children's Aid Society, Children's Bldg., New York City for the application. It will be gladly sent.
2. The Society for the Prevention of Cruelty to

6. Address written to the Society New York City for a report also

7. Hymns recited as written for the report of the New York Society of the Prevention of Cruelty to Animals

4. Recitation Hymn 97 of the Methodist hymn

5. Address of the Prisoners of War to the State Superintendent of reports

6. A visit to an institution

7. A organized charity preferable to individual A debate

AN EVENING WITH SOUL-WINNERS.

(For the revival season.)

1. What is a revival?

2. Carvosses

3. Billy Bray. A little tract containing his life is given by the Methodist Book Concern.

4. The influence of a revival

5. Recitation of the doctrine of the revivals. (See Appendix)

6. Dr. L. Moody and his work

7. Methods of revival work. Address by pastor

8. Closing hymn. Revival songs

The evening will be of the best with a good array of well-versed musicians giving a good program

AN EVENING WITH LITURGICAL WORKERS

1. The Liturgy

2. The Methodist movement

3. Near Dow and the origin of the prohibition movement
4. The temperance educational work of the schools.
5. The Keele Case. Writings of Dwight for information.
6. Temperance literature
7. Amalities and societies
8. Signing the League League of temperance and purity

A REVIEW OF OUR CHURCH WORK.

Our Missions

2. The Southern work

3. Building churches.

4. How is a church dedicated. The Law of Discipline

5. The Tract and Sunday School work

6. The Ladies' Missionary Societies.

7. The American Bible Society

8. Our Educational work

9. Our General Superintendents

The reports of the societies may be sent in with the cooperation of the pastor

OUR METHODIST VISITERS.

The Methodist Profession

2. The Methodist Episcopal Church South

3. The Free Methodists.

4. The Wesleyans

5. The Primitive Methodists

6. The Colored Methodist Episcopal

The Methodist Church of Canada.

8. hymn. Best of the ten hundreds.
 As soon as his program may be read.
 Stevens's History of Methodism in America
 far north and where it stands the center.
 The H. H. Series. If the pastor has M.
 C. Cook and F. G. S. Synopseada he can
 read the whole of the book containing
 articles by G. H. H. H.

THE HISTORY OF METHODISM

THE HISTORY OF METHODISM IN THE
 WESTERN WORLD.

1. Samuel Wesley
2. John Wesley
3. The Wesleyan Conference
4. The Wesleyan Church
5. The Wesleyan Conference and the Wesleyan Church
6. The Wesleyan Conference and the Wesleyan Church
7. The Wesleyan Conference and the Wesleyan Church
8. The Wesleyan Conference and the Wesleyan Church

Methodism in this program may be read
 Stephens's History of Methodism and the
 Wesleyan Conference. The Oxford Methodists by the
 Wesleyan Conference. The Wesleyan Conference
 may give the history of the Wesleyan Conference.

THE HISTORY OF THE WESLEYAN CHURCH IN 1784

Stephens's History of the Church and the Wesleyan Conference
 may give the history of the Wesleyan Conference.

1. Wesleyan Conference
2. The Wesleyan Conference

- 4 Black and Jefferies
- 5 John C. Henry
- 6 William Phillips
- 7 William Watters The first native-born Methodist minister
- 8 Richard W. ...
- Severus History of the Methodist Episcopal Church and the Methodist Year Book with annual address

PLAN 9 REV

- 1 ...
 - 2 ...
 - 3 ...
 - 4 ...
 - 5 The mission of the Methodist Church during the war of the Revolution
 - 6 Labor and the sons of America
- For No. 7 write ... B ... Education
 Was ... [...] ... of the History of
 Higher ...
 See ...

PLAN C ...

- 1 ...
- 2 ...
- 3 ...
- 4 The Bishops
- 5 ...
- 6 ...
- 7 ...
- 8 ...

3. A π at the bottom of the Chernobyl

4. The City of the Seven Hills. This is a very
-ve. Antics & a encyclopedia will give a the s
recesses for -v and. A comparison of the Rome
of yesterday with the modern one is of the Rome
today with a book. It is the most of interest

5. St. Paul. Rome. The last days of the great
 zero. We are the New Testament narrative and
 we are you can't do anything to be a person
 of the Christians into a complete narrative.

6. Sixty nine witnesses in Rome: Rufinus and Remus, Marcius and Sulla, Cicero and Catiline, Caesar and Pompey, Publius Seneca.

Reading or recitation _____ at _____ by
William _____ Sec. _____

FYT. ORIGIN & AMT. A

[illegible]

De 11-12-1944

For the first time, the Commission has been able to provide a more complete picture of the situation in the field of human rights in the country.

3. Comparing the two sets of data, we find that the mean number of hours per week that men work is 40.5, and the mean number of hours per week that women work is 37.5. The standard deviation for men is 10.5, and the standard deviation for women is 10.5.

And twice your ration is made to grow
 And who is more able to grow so
 With a partner in the world
 But let us make a deal of it
 For thus we brought with us a little
 To be sold soon after the war
 Forgetting our payments they find us
 Contented with a warmer and simpler

fresh the sea waiting to fill up our
 We have a good deal of fish and
 And a good deal of fish
 We have a good deal of fish
 Stod of pottage and pudding and
 Our pumpkins and turnips are common
 We have pumpkins and turnips and
 was a good deal of fish

they be waiting to make into meat
 We must be contented and
 For we can make a good deal of
 Of pumpkins and parsnips and

Now we are going let them
 For while liquor is so good
 But we will leave them for birds
 By seeing the new laws
 But you who are Lord
 Forsake the honey
 For you are quiet and contented
 And a needless blessings you surely will

IN THE REVOLUTIONARY WAR.

1. General Gates was appointed commander in chief of the Continental Army.

2. He was appointed to the command of the army because of his experience from his former country. The Stamp Act, the Boston Tea Party, General Washington.

3. Washington, Cornwallis, Howe. The preparation of the army commander for his position.

4. General Gates was in whose office were the army's records.

5. The army was a great one because it was the army of the Continental Army. The army was a great one because it was the army of the Continental Army.

6. The army was a great one because it was the army of the Continental Army. The army was a great one because it was the army of the Continental Army.

7. The army was a great one because it was the army of the Continental Army. The army was a great one because it was the army of the Continental Army.

8. The army was a great one because it was the army of the Continental Army. The army was a great one because it was the army of the Continental Army.

9. The army was a great one because it was the army of the Continental Army. The army was a great one because it was the army of the Continental Army.

10. The army was a great one because it was the army of the Continental Army. The army was a great one because it was the army of the Continental Army.

11. The army was a great one because it was the army of the Continental Army. The army was a great one because it was the army of the Continental Army.

IN THE WAR OF 1812.

1. Cause of the war. The rights of American sailors.

IN THE CIVIL WAR.

Cast the Civil War. Gave the students the
 which and the slave the current scenes
 of the Civil War.

2. A program of a 1000 words. The day
 of the Civil War and McClure's Magazine
 on the Civil War.

1. The first year of the war
2. The second year of the war
3. The third year of the war
4. The fourth year of the war
5. The fifth year of the war
6. The sixth year of the war
7. The seventh year of the war
8. The eighth year of the war
9. The ninth year of the war
10. The tenth year of the war
11. The eleventh year of the war
12. The twelfth year of the war
13. The thirteenth year of the war
14. The fourteenth year of the war
15. The fifteenth year of the war
16. The sixteenth year of the war
17. The seventeenth year of the war
18. The eighteenth year of the war
19. The nineteenth year of the war
20. The twentieth year of the war

Let the music of possible the war songs as sung
 by the soldiers.

The program could probably be divided into four
 parts. The first part could be the personal ex-
 perience of a soldier. The second part could be the
 experience of a soldier.

CURRENT HISTORY

This program is designed to assist in teaching
 the history of the Civil War and the current
 history of the Civil War.

1. Congress. Can we be proud of the work of
 helping the country?
2. The State. Is public opinion. Adversity. The
 industries. The

- 3 The latest books and what we see
Are how beautiful and how
 - 4 "Excitable" and "too" proper and try
 - 5 England to-day what is happening there
 - 6 France of to-day
 - 7 Germany of to-day The latest coups of the
emperor
 - 8 Labor troubles and the war
 - 9 "Excitable" and "too" proper and try
 - 10 The "Excitable"
- Maerle, the head of the newspaper said in The
Review of Reviews

OUR STATESMEN

The study of the life of great men leads one ever
to a good hour spent in good company. It
change the course of a whole life. It is more
fitting than that we should become acquainted with
the great men of our time. It is more fitting that we
read? On the mount of their lives, we
may receive a vision that will lead us to a better
life in this generation.

Thomas Jefferson the young statesman. He
was the student of French influence. He was
nourished by the Declaration of Independence. He was
the student of the

2. James Madison the President statesman. He
was the student of the Federalist. He was the student of the
administration.

3. Henry Clay the Kentucky statesman. Speaker
of the House of Representatives. The Missouri
Compromise. The Compromise of 1850. Almost
President. Secretary of State.

4. John C. Calhoun the great statesman of South

right's Congressman Secretary of War Vice President.

5 The Adams. Their influence on the country
of the nation.

6 Alexander Hamilton the author of the Federal
system. His share in the Federalist. The first
Secretary of the Treasury.

7 The trade's question. A tariff. His popular
career. Hamilton's career. His share with Hamilton.
His share with Hamilton.

8 A session of the present. The Republic.
Democratic. Other parties. Congress. A history of
the United States.

AN EVENING WITH GEOGRAPHY

A contest. The winner of the contest will be
the one who can tell the greatest number of
States correctly.

2 A paper. New Africa or new changes in
the continent of Africa.

3 A contest. The winner of the contest will be
the one who shall find the greatest number of cities
from a given list. The one who shall correctly give the
largest number of cities.

MODES OF TRAVEL.

Old conveyances.

2 Odd conveyances.

3 Recreation or racing. The One Horse Shag.

4 Introduction of railways.

5 Street railways.

6 Street railways electric.

CHINA THE CELESTIAL EMPIRE.

Library

1. *China* by W. H. Allen. London, 1900.
2. *China* by H. H. Allen. London, 1900.
3. *China* by H. H. Allen. London, 1900.
4. *China* by H. H. Allen. London, 1900.
5. *China* by H. H. Allen. London, 1900.
6. *China* by H. H. Allen. London, 1900.

Material. The *China* by H. H. Allen. The report of the Missionary Society of the *China* by H. H. Allen.

A TOUR THROUGH CALIFORNIA.

Library

2. *California* by H. H. Allen.
3. *California* by H. H. Allen.
4. *California* by H. H. Allen.
5. *California* by H. H. Allen.
6. *California* by H. H. Allen.
7. *California* by H. H. Allen.
8. *California* by H. H. Allen.

Song of the *California*.

Material. *California* by H. H. Allen. Supplement to the *California* by H. H. Allen.

INDIA.

1. *India* by H. H. Allen.
2. *India* by H. H. Allen.
3. *India* by H. H. Allen.
4. *India* by H. H. Allen.

NEW YORK AND BROOKLYN

1. City of their dwelling
2. Description of the city
3. New York and its famous places
4. Light
5. Architecture of the city
6. The Brooklyn Bridge
7. The city and its history

1. The city of New York and its history

2. The city of New York and its history

A TOUR AMONG THE GREAT LAKES

1. The city of New York and its history

1. The city of New York and its history
2. Lake Erie
3. Lake Michigan
4. Lake Superior
5. Lake Ontario

1. The city of New York and its history

I. The

1. The city of New York and its history
2. The city of New York and its history
3. The city of New York and its history
4. The city of New York and its history

- 5 The Sunday school question.
- 6 The history of to-day.
- 7 Education.
- 8 Churches.

Materials: History of the United States. Magazines and papers in 1892. Descriptive reports of foreign countries.

DOWN THE MISSISSIPPI

- 1 The ship of no keelship.
- 2 The cargo.
- 3 The cargo.
- 4 The passing.
- 5 Mark Twain and the Mississippi.
- 6 The Mississippi and the world.

Materials: The Mississippi. References to the Mississippi. The Mississippi. The Mississippi. The Mississippi.

OUR CITIZENSHIP

- 1 The citizenship of the United States.
- 2 The citizenship of the United States.
- 3 The citizenship of the United States.
- 4 The citizenship of the United States.
- 5 The citizenship of the United States.

Materials: The citizenship of the United States. The citizenship of the United States. The citizenship of the United States.

LIGHTING SYSTEMS

Lamps and torches lighting of the ancient world

- 1 The discovery and duration of rock oil
- 2 Pennsylvanian and Russian oil fields
- 3 Gas
- 4 Electricity The Brush and Edison lights
- 5 The gasolene kerosene lamp the Apollo lamp
- 6 The light of the world The sun and the moon

Lighting of the world

Modern lighting petroleum gas electric light and gasolene lighting

ARCHITECTURE

Different styles of architecture of the world

- 1 How the world is divided into different parts
- 2 How the world is divided into different parts

Monuments of architecture of the world

- 4 The Egyptian Pyramids and the Sphinx

The Pyramids of Giza

A modern war ship

The Great Wall of China

The Great Wall of China

Modern architecture of the world

AN EVENING WITH THE BIRDS

The autobiography of a bird

2. The haunts of a crow

3. The birds of the air. The sea and the
 tragedy

4. The birds have seen the sea. The birds have
 observations of a young naturalist

5. The birds of the air

6. The birds of the air (See Appendix)

7. THE BIRDS OF THE AIR. THE BIRDS OF THE AIR

The birds of the air. The birds of the air

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The birds of the air. The birds of the air

The birds of the air. The birds of the air

The birds of the air. The birds of the air

But Art for Art the poet said

As sung the Nightingale

That songs which no man sees or hears

And praise and audience gain

For thy song alone

7 The benefits we derive from birds.

8 What we have seen of English sparrows. A discussion.

9 Common birds.

10 A collection of the songs of the birds by a song-whistler.

A naturalist will look with regret on the song-whistler for the purpose. A lover of the song-whistler will find fault with the naturalist. A song-whistler is a dying bird. See here the end of the year.

AN EVENING WITH AMERICA AN ORATOR.

Patrick Henry

2 Hayn

3 Webster

4 Edmund Burke

5 Thomas B. Reed

6 Wendell Phillips

7 John B.rough

8 Henry A. Reekers

9 For papers on the State history and geography. For the papers and reading of the same. For the examples of their language.

AN EVENING WITH THE GREAT SATIRISTS

1 Byron

2 Audubon

3 Agassiz

4 Dana

5 Hutton

6 New
Herschel

8 Darwin

9 The influence of the sciences upon the literature of the times

Notes on the development of the biological dictionary. An astronomical age gave rise to Newton and Kepler and a geological time to the work of Agassiz and Dana.

THE COMMON THINGS OF LIFE.

The air we breathe

2 The light

3 Methods of heating

4 The water we drink

5 Our daily dress

6 Other food

7 Our occupations and how we procure

8 Our exercise

A good school of hygiene and hygiene will furnish the material for most of the numbers. When possible illustrate numbers 4, 5, 7, 8, 9.

AN EVENING WITH THE OLD TESTAMENT

1 Adam

2 Moses

3 The Judges

Darius. For references see Appendix

5 Solomon

6 The Kings

7 The Captivity

8 The Triumph

Materials: A thorough study of the Bible. The pastor may aid by pointing out additional commentaries. Also consult the series on the series of Teacher's Bible.

AN EVENING WITH THE NEW TESTAMENT

1 The Baptist

2 The Jesus Christ

3 Return from Babylon - Coming of the Wise Men

4 The baptism and temptation

5 The ministry of Jesus

6 The disciples

7 Paul's letters

8 The New Apostolic Mission for the world, see Appendix

Materials: A thorough study of the Bible, and consultation of the pastor of the International Teacher's Bible with a plan for the pastor.

APPENDIX.

SELECTED POEMS OF WILLIAM WORDSWORTH
A PRIZE AIR TO THE HANFORD JOURNAL.

WORDSWORTH'S SONNET ON MILTON

OF THE INTRODUCTION TO WILLIAM WORDSWORTH

Milton, thou shouldst be here at this hour
Engad's habitation of these blue-green
 of stagna waters and sweet and deep
Fireside the cold wealth of a snow
Have one eddied branch for England
O toward happy days we are sent
O rise as up, return to us again
A light as a virtuous virtue from power
Thy soul was like a star and was apart
 thou wast a voice whose sound was like the sea
Proud as the naked heavens' light is free
So didst thou raise our eyes common way
 and fearful go and say to thy heart
The lowest of the earth is a day

A SELECTION FROM WORDSWORTH'S "EX-
CURSION" BOOK IV

For "An Introduction to William Wordsworth")

As men from men

Differ in constitution of their souls,
Differ by mystery not to be explained

And as we all by various ways, and sink
 The deeper—on another sea—under not
 Through—
 Through—
 Of revelation fashioned to no steps
 Of a—
 To be same joint—
 Peace with ourselves and—
 For you assuredly, a—
 As—
 At every moment—
 A—
 Even—
 And—
 That like the faded—
 A—
 Of—
 The—
 A yet preserved to principles—
 Which the imagination—
 A—
 By the—
 With her—
 On—
 A—
 On—
 A—
 To—
 Listened—
 Brightened with joy—
 Were heard—
 To his—
 Mysterious union with—

Even such a shell he has, instead
 As to the ear of faith and here are things
 Doubt not when to touch it with impatience
 As to the things of invisible things
 O earth and flow and ever dinging power
 And the rainbow is still giving a lie
 O endless again Here is a new
 More and worship, when you know what not
 As to beyond the mention of your thought
 Devout above the meaning of your will
 Yes, you have fear and may no cease to feel
 The state of man would be added form
 Of these things as one of his reason of power
 Made the eye blind and closed the passages
 Though the ear hears and hears with no hear
 Here is the soul the end of your life
 Remember the shock of the things of business
 In some of the things of the things of the rocks
 A night's approach of the glow of the sky
 To rise upon their own manner of walls
 A time of framing of dimensions vast
 And yet not to be normal for the soul
 Of the things of the things of the things of the things
 So the things of the things of the things of the things
 In glory the things of the things of the things
 The things of the things of the things of the things
 Here is the things of the things of the things
 And the soft things of the things of the things
 As to the things of the things of the things
 Impulse and the things of the things of the things
 Senas inspiration from the shadowy heights
 And blind recesses of the things of the things
 The things of the things of the things of the things

a purple valley glimmered the notes
 When he came to the edge of the hour
 When the sun had set and the stars were near
 Within the dark a gleam of light
 One voice he saw and gave a cry
 A hawk he saw and saw the light of dawn
 A scene of peace and love and power of sin —
 An iron and a sword and a spear
 Faith and a star and a sun — as the sun which
 He wanders and compasses his flight
 Through the clouds and upon the sea
 Diminishing by distance and distance
 To expire yet from the abyss is caught again
 A day again he lived.

THE CHILD'S DREAM OF A STAR

By the Author of "The Child's Dream of a Star"

(For the Child's Dream of a Star)

There was once a child and a dreamer and a
 good man, and a thought of a number of things
 had a star who was a child and a constant
 companion. These two said down a day long
 they wandered at the head of the flowers they
 wondered at the height and brightness of the sky they
 wondered at the depth of the earth they
 wondered at the goodness and power of God who made
 the lovely world. They said they were and they
 were not. Supposing that the stars were
 each were a child would the flowers grow how
 and the sky be sorry. They said they were
 be sorry for said they the flowers grow
 and the flowers grow the flowers grow the
 flowers grow the flowers grow the flowers grow

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the program, the program's impact on the students' learning, and the program's impact on the students' career development.

The first step in the process is to identify the program's goals and objectives. This involves a thorough review of the program's mission statement and a discussion with the program's faculty and staff.

The second step is to identify the program's impact on the students' learning. This involves a review of the program's curriculum and a discussion with the program's faculty and staff.

The third step is to identify the program's impact on the students' career development. This involves a review of the program's career development resources and a discussion with the program's faculty and staff.

The fourth step is to identify the program's impact on the students' overall well-being. This involves a review of the program's support services and a discussion with the program's faculty and staff.

The fifth step is to identify the program's impact on the students' financial well-being. This involves a review of the program's financial aid resources and a discussion with the program's faculty and staff.

The sixth step is to identify the program's impact on the students' social well-being. This involves a review of the program's social support resources and a discussion with the program's faculty and staff.

The seventh step is to identify the program's impact on the students' emotional well-being. This involves a review of the program's emotional support resources and a discussion with the program's faculty and staff.

The eighth step is to identify the program's impact on the students' physical well-being. This involves a review of the program's physical support resources and a discussion with the program's faculty and staff.

The ninth step is to identify the program's impact on the students' spiritual well-being. This involves a review of the program's spiritual support resources and a discussion with the program's faculty and staff.

The tenth step is to identify the program's impact on the students' intellectual well-being. This involves a review of the program's intellectual support resources and a discussion with the program's faculty and staff.

The eleventh step is to identify the program's impact on the students' cultural well-being. This involves a review of the program's cultural support resources and a discussion with the program's faculty and staff.

The twelfth step is to identify the program's impact on the students' environmental well-being. This involves a review of the program's environmental support resources and a discussion with the program's faculty and staff.

The thirteenth step is to identify the program's impact on the students' community well-being. This involves a review of the program's community support resources and a discussion with the program's faculty and staff.

The fourteenth step is to identify the program's impact on the students' global well-being. This involves a review of the program's global support resources and a discussion with the program's faculty and staff.

The fifteenth step is to identify the program's impact on the students' future well-being. This involves a review of the program's future support resources and a discussion with the program's faculty and staff.

The sixteenth step is to identify the program's impact on the students' overall well-being. This involves a review of the program's overall support resources and a discussion with the program's faculty and staff.

another feast is the baby of old John and I can bear
the parting from God to be used. And the star
was shining.

And thus the child came to be born, and his
one month's face was wrinkled and his steps were
slow and feeble, as if he were born. And the
night as he lay in his bed his chadron standing
round he heard as if he had died long ago. See
the star. They whispered and a voice. He is
dying. And he said. I am. My age is falling
from me and a game. I move toward the star
as a child. And O my Father, now thank thee
that it has so often opened to receive these dead ones
that await me. And his star was shining and it
shines upon his grave.

THE DESCRIPTION OF WOUTER VAN TWILLER

DE WOUTER VAN TWILLER.

He was a young man, a Dutchman, a Dutchman.

The renowned Wouter or Wouter van Wouter
was descended from a long line of Dutch burgomasters,
who had successively dozed away their lives
and grown up upon the bench of magistracy in Rotterdam,
and had composed themselves with such a grand and proper
and proper manner, that he were
ever either a man of a good name, or a
man of a good name, or a man of a good name.

As a man of a good name, he was said to be a
man of a good name, which in English means
a man of a good name, and a man of a good name.
He was a man of a good name, and a man of a good name.

الحمد لله الذي جعل القرآن
موسمًا من مواسم الخير والبر

والله اعلم بالصواب

والله اعلم بالصواب

والله اعلم بالصواب

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Though it demands my noblest thoughts,
 Such cheering work as this I never shun.
 A daughter's task is this, and long its term,
 Which every day demands of me a song.
 His presence and his love were ever mine,
 Such casting and renewing as were his.
 I ween I would have gladly suffered
 The arrows of his sting with such a rose.
 As he gave me of the rosy and the
 Is as a white rose, and a daisy and a
 That gilded as for shame and envy gnaws.
 I know not the decision, so soon to
 Juster to have in my life fun and free
 As a white, highly chosen fatherless
 As a white rose, and a daisy and a
 As a white rose, and a daisy and a
 I know not the decision, so soon to
 But a white rose, and a daisy and a
 Over one and over the other, so soon to

WHAT DOES METHODISM MEAN?

BY F. A. A. CROSS, B.S. P. H. JONES, D.D. WLER.
 For "The General Conference of 1896."

Yonder on the mountain side a little spring
 bubbles up faintly hardly rising over a grassy
 sand, it looks as if the water could hardly
 out or stay, and soon it dries. But he who is
 hoofed by gives it a new curb, and the wandering
 spring comes out into a new life, and it creeps
 over the summit, it leaps and bubbles down the
 mountain side, it flows away across the meadow
 and by the way it flows away, it flows away, it flows
 on the meadows, it flows and bubbles over the plains

the 1990s, the number of people with a mental health problem has increased by 50% (Mental Health Foundation 2000). The prevalence of mental health problems in the UK is estimated to be 10% (Mental Health Foundation 2000).

There is a growing awareness of the need to address the needs of people with mental health problems in the workplace. This is reflected in the increasing number of people with mental health problems who are seeking employment.

The purpose of this paper is to explore the experiences of people with mental health problems who are seeking employment. The paper will discuss the challenges that these people face and the support that they need.

The paper is organized as follows. First, we will discuss the prevalence of mental health problems in the UK. Then, we will explore the experiences of people with mental health problems who are seeking employment. Finally, we will discuss the support that these people need.

The prevalence of mental health problems in the UK is estimated to be 10% (Mental Health Foundation 2000). This means that there are approximately 5 million people in the UK who have a mental health problem.

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HYMN OF THE CITY

BY W. A. AUSTIN, ESQ.

FROM "THE EVERMORE" SERIES

Not on the sea-side
 Alone may man behold the new heaven or see
 Only in strange waters
 And sunny seas the present De
 Or only hear the sea
 As the winds sweep and the waves recede.

Even on the beach
 Thy steps are heard where amidst the crowd
 Through the great city road
 With everlast'g murmur of sea and shore
 Choking the air with their sound
 Merges the proud pines, the work of the sea.

Thy golden sunshine comes
 For the sun is here and on their dwellings lies,
 And the light is here and on their
 For in the heart of the sea the sun and sky,
 And given to the sea
 O ocean and the shores of the sea.

Thy spirit is around
 Quickening the dust and the sea sweeps along
 And his crown sound—
 Voices and footfalls of the numberless throng
 Like the resounding sea
 Or like the rainy forest speaks of thee.

the same time, the fact that the same individual may be found in different parts of the world, and that the same part of the world may be found in different individuals, is a fact which is not easily explained by the theory of evolution.

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information science, and the social sciences. The journal is a forum for the publication of research results, theoretical analyses, and critical reviews of the literature in the field of information science.

The journal is published quarterly, and each issue contains a table of contents, a list of authors, and a list of subjects. The journal is available in print and electronic formats.

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1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

2. The second step is to gather relevant information and data. This can involve research, consultation with experts, or collecting data from various sources.

3. The third step is to analyze the information and data collected. This involves identifying patterns, trends, and relationships that can help in understanding the problem.

4. The fourth step is to develop a solution or answer. This involves applying the knowledge and skills gained from the previous steps to create a response that addresses the problem.

5. The fifth step is to evaluate the solution or answer. This involves checking the results against the original problem and requirements to ensure that the solution is effective and accurate.

6. The sixth step is to communicate the solution or answer. This involves presenting the findings in a clear and concise manner that is easy for others to understand.

7. The seventh step is to reflect on the process. This involves thinking about what was learned from the experience and how it can be applied to future problems.

8. The eighth step is to seek feedback. This involves asking others for their thoughts and suggestions on the solution and the process used to develop it.

9. The ninth step is to implement the solution. This involves putting the solution into practice and monitoring its effectiveness over time.

10. The tenth step is to review the results. This involves evaluating the outcomes of the implementation and making any necessary adjustments to improve the solution.

1. The first step in the process of creating a new product is to identify a market need. This involves conducting market research to understand what consumers want and what problems they are trying to solve.

2. Once a market need is identified, the next step is to develop a concept for a product that addresses that need. This involves brainstorming ideas and creating a prototype to test the concept.

3. After developing a concept, the next step is to create a detailed business plan. This includes defining the target market, estimating costs, and projecting revenue.

4. Once a business plan is in place, the next step is to secure funding. This can be done through various means, such as seeking investors, applying for loans, or crowdfunding.

5. After securing funding, the next step is to develop a marketing strategy. This involves identifying the best ways to reach the target market and promote the product.

6. Once a marketing strategy is in place, the next step is to launch the product. This involves creating a sales channel and promoting the product to the target market.

7. After launching the product, the next step is to monitor sales and customer feedback. This allows the company to make adjustments to the product and marketing strategy as needed.

8. Finally, the next step is to scale the business. This involves expanding the product line, entering new markets, and increasing production to meet growing demand.

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answered and twitted us—saw a long life when
 by the shores of our rivers, in the open space of
 meadows and cratores, an arena of wrestling with
 the old life downward and upward, also no more
 a grave, constantly closed the space and left the
 scene of May's vision a field with its scattered
 seeds the scene of Spruce on which the
 sun.

THE THRU-B'S SONG.

BY DAVID CHAT.

The An Evening with our but -
 Sweet, May's - - - - -
 - - - - - with a peace and
 - - - - - with a power
 On - - - - -
 Thru's a spirit - - - - -
 - - - - - on the meadow
 The song's - - - - -
 This - - - - -
 The song's - - - - -
 A low - - - - -
 Ye - - - - -
 Like - - - - -
 From - - - - -
 I - - - - -

JOHN THE APOSTLE

BY DAVID CHAT.

The An Evening with the New Testament
 'A - - - - - Jesus come - - - - -
 Ta - - - - -
 - - - - -
 The tried companions of thy love are gone

And I, all dearest treasures gone before,
Am left upon the solitary shore ?
So better may I learn : " Thy will be done ; "
For whom have I in heaven, but thee alone ?
And whom have I on earth, but only thee ?
Therefore, with one foot on the stormy sea,
And one foot fixed on the eternal strand,
Thou hold'st me by thy never-falling hand,
Before thy face, that bringeth in the day,
The mountains and the hills shall flee away,
The sun and stars in darkness make their bed,
And forth the bridal city shall be led ;
For thy blest city needs not sun or moon,
But in thy face hath its unwaning noon,
Therefore alone in thy eternal love
I seek for refuge ; thee in heaven above,
And thee below ! First they who, day and night,
Serve thee and have their dwelling in thy sight !

THE SUN-GOD.

BY AUREY DE VORSE THE YOUNGER

(Forthright Cosmo-System.)

I saw the Master of the sun. He stood
High in his luminous car, himself more bright ;
An archer of immeasurable might ;
On his left shoulder hung his quivered load ;
Spurred by his steeds the eastern mountains
glowed ;
Forward his eager eye, and brow of light
He bent ; and while both hands that arch embowed,
Shaft after shaft pursued the flying night.
No wings profaned that godlike form : around
His neck high-hold an ever moving crowd

Of locks hung glistening; while such perfect sound
Fell from his bowstring that the ethereal dome
Thrilled as a dewdrop; and each passing cloud
Expanded, whitening like the ocean foam.

THE VICTORIES OF DAVID.

BY HANNAH MORE.

(For "An Evening with the Old Testament.")

Prepare! your festal rites prepare!
Let your triumphs rend the air!
Idol gods shall reign no more:
We the living God adore:
Let the heathen host on human help repose,
Since Israel's God has routed Israel's foes.
Let remotest nations know
Proud Goliath's overthrow;
Fallen, Philistia, is thy trust.
Dagon mingles with the dust!
Who fears the Lord of glory need not fear
The brazen armor or the lifted spear.
See! the routed squadrons fly!
Hark! their clamors rend the sky!
Blood and carnage stain the field!
See the vanquished nations yield!
Dismay and terror fill the frightened land,
While conquering David routs the trembling band.
Lo! upon the tented field
Royal Saul has thousands killed!
Lo! upon the ensanguined plain
David has ten thousands slain!
Let mighty Saul his vanquished thousands tell,
While tenfold triumphs David's victories swell.

